

School Library Association of

CALIFORNIA

BULLETIN

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NOVEMBER 1944



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DATES TO REMEMBER, 1944-1945

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| November 4, 1944 | 9 a.m.—Book Week Meeting, Southern Section—Music Auditorium, Sentous Street Center, 1205 West Pico Blvd., Los Angeles. Book exhibit and book reviews. |
| November 4, 1944 | 10:30 a. m. General Meeting, Northern Section—NBC Studio, San Francisco—Speaker: James Morgan, Teacher of Radio Broadcasting, San Francisco Schools: Radio and the School Library in Partnership. |
| December 2, 1944 | Institute Session Luncheon, Southern Section—Friday Morning Club, 940 South Figueroa Street, Los Angeles.

10:30 a. m.—Morning Session—Speaker: J. E. Wallace Sterling, Radio Commentator, Professor of Modern History, California Institute of Technology: Geography of the Peace.

12:30 p. m. Luncheon Session—Vera Walls, Library and Textbook Section, Los Angeles: Christmas Book Evaluations. |
| January 6, 1945 | 9 a. m. Book Breakfast, Southern Section—Manning's Coffee Shop, 319 West 5th Street, Los Angeles. |
| February 3, 1945 | 9 a. m. Book Breakfast, Southern Section—Manning's Coffee Shop, |
| March 3, 1945 | 9 a. m. Book Breakfast, Southern Section—Manning's Coffee Shop. |
| March 31, 1945 | Council Meeting, Northern Section—San Francisco. |
| April 7, 1945 | 9 a. m. Book Breakfast, Southern Section—Manning's Coffee Shop. |
| April 28, 1945 | General Meeting, Northern Section—Berkeley |
| May 5, 1945 | Spring Meeting, Southern Section— (tentative) |

THE BULLETIN OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA
IS ISSUED FOUR TIMES DURING THE SCHOOL YEAR BY THE ASSOCIATION

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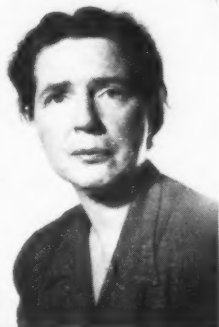
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A Challenge to You . . .



If one speculates in these latter days of conflict on the place of libraries and librarians in the institutional structure of our time, one is forced to confess that we, and unhappily not we alone, have been

found wanting. It is more culpable in us perhaps than in others for we have had easier access than most to the records of man's stupidities and achievements. We should have read history with more intelligence, more awareness. But we have not realized the penalties of social lag, nor have we considered the dangers inherent in the non-critical acceptance of conventions and ideologies which are set in our pattern almost beyond challenge. The result has been, I think, that we have come to put too much faith in organizations. Of committees, commissions, and associations there is no end. This is all very well except for the fact that such dependence tends to lull one into the comfortable feeling that this is enough. Surely it's not.

Librarians have had the very great privilege of bringing man and book together. Circulation figures, for what they are worth, indicate that we have been more or less successful. And yet somehow we have failed as others, equally dedicated, have failed, for it is apparent that although we have persuaded men and women to read good books, we have not been able to stop them from treating each other with contempt and violence. The

element that we have neglected in giving this service is, I have come to believe, ourselves. We have been too busy doing all those things that Good Librarians do, to attempt our own perfection as individuals. We have been so concerned with personnel work, administration, book selection, publicity, cataloging and classification, and the hundred and one minor arts that attend upon The Book, that we have had little time to realize our own possibilities as individuals and to develop those powers that often lie quiescent within us. It is wise to start any project, no matter what its magnitude, with a small unit, the unit that lies at hand. The perfection of the individual, or the attempt at such perfection, is the unit available to each of us. Idealists have in the course of history promoted this or that reform, and certainly they have achieved a degree of amelioration. In spite of all this we have today a world drenched in blood and tears. Perhaps we have approached our problem wrongly. The unit is too large. Nations and states are ungainly. We need a small unit for our attempts to achieve well-being in a society of men of good will.

There is no desire to be mystical or superrational in all this. There is a place for group work within organizations, but I deplore the dominance of the group. It is not enough, not nearly enough. One should of course "go lightly among the solemnities" but that should not preclude the rather heady realization that the librarian's task is, in essence, to convey in manifold expression and approach the nobility of man. We shall do well then to be concerned with nobility of self, the small unit, the only unit we may hope to improve, not as eremites certainly, but rather as militant lovers of excellence.

MARJORIE FULLWOOD,
State President

Perfection of our Aims . . .



The Southern Section extends greetings and good wishes for the year to the members of the Northern Section. Our state organization may well be proud of the splendid work accomplished in the past years.

Its activities

in the last few years have been especially marked by the enthusiasm and the high morale of the librarians when demands have been great and curtailments numerous. We earnestly hope that these high standards of achievement may be maintained during the current year.

An alert friendly organization is our best means for professional growth and in every way raises the standard of the profession. However high the ambitions of the individual librarian any degree of advancement to the profession as a whole comes largely through the work of the organizations. We need each other more than ever now that our minds are turning to the events of the future.

Our libraries doubtlessly will be the center of activity in the school as the world endeavors to become reeducated. How much our young people will need to know about the history, the geography and the people of the world if they are to carry on the peace in keeping with the high hopes of those who are fighting for it now. We are very fortunate to have such reliable information supplied us by the foreign correspondents who have never been better and whose opportunity to know the world has never been

so great. Good library material will be as extensive as our funds will permit, but we shall need the advice of those who know these writings in order that our money may be well spent. All this our School Library Association offers us.

May our aims be high and our efforts equal to the opportunity. May our "perfection of aims be equal to our perfection of means."

MILDRED BERRIER, *President*
Southern Section

AID TO FOREIGN LIBRARIES

Scientific, technical and medical journals are needed to replace files in the war-ravaged libraries of Europe and Asia. To assist in replenishing these devastated libraries the American Library Association has formed a Committee on Aid to Libraries in War Areas which is sponsoring a nation-wide drive for such materials. In Southern California the appeal is being made through the Conference of College and University Libraries. School librarians who may be able to collect this type of material are urged to get in touch with Margaret Cressaty, Librarian, Haynes Foundation Library, 2324 S. Figueroa Street, Los Angeles, 7.

SUMNER WELLS SUGGESTS:

These ten books to help form postwar conclusions:

Unfinished Business, by Stephen Bonsal
Coming Struggle for Peace, by Andre Visson

Ten Years in Japan, by Joseph C. Grew
U. S. War Aims, by Walter Lippman
U. S. Foreign Policy, by Walter Lippman
They Shall Not Sleep, by Leland Stowe
Great Decision, by James T. Shotwell
Russia and The Peace, by Bernard Pares
Lessons of My Life, by Sir Robert Van Sittart

How New Will The Better World Be, by Carl Back

Dynamic Participation . . .



The tempo of the war is increased. Optimism prevails, and we the public are tapping our collective foot in impatience to plunge into post-war activities. This is the time, obviously, to clarify our thinking,

to consider whether during these war years we have been serving well and planning adequately for the future of school libraries. It is the opportunity to round out and develop our thinking, in order that we may define the place we wish to hold in the professional world, to consider the kind of service we must offer to be among the leaders in the educational field, and to work out the best presentation of our program.

The West Coast is becoming more crowded as the war is sweeping with incredible speed to the Pacific areas. For such a far-spread organization as ours war conditions impose severe hardships. Such scattered membership requires meetings to bring about close organization, but this year we shall have even more trouble than heretofore in getting together. Transportation is difficult, hotel accommodations are not easily available. Many librarians have left the school library field to serve, either in the armed forces or in government agencies. New librarians weighted down by their unfamiliar responsibilities, are taking charge of our libraries. To carry on and keep the organization working together as a unified group, we shall need greater individual effort, more committee work,

larger committees working, and community of effort through our mouthpiece, the *Bulletin*. We shall have to depend greatly upon the *Bulletin* as a medium to convey our ideas. Let us make that bulletin good by means of our constructive thinking and consistent effort. We shall confidently depend upon our committee chairmen to be leaders. With their constructive leadership each librarian personally will feel responsibility this year, a critical one in our organizational development, and will be a dynamic participant in the activities of the group.

BESS LANDFEAR, *President*
Northern Section

A Treasure Chest for Children

The Book Committee of the Women's Council for Post War Europe urges you to participate in its Treasure Chest Campaign for the children of the devastated countries. These Treasure Chests will contain American picture books selected from a list of books chosen by the Committee.

During Book Week, November 12-18, the Committee will launch an appeal to the children of the country, asking them to make contributions. While it may not be possible to collect money for this purpose in the schools, the public library will gladly receive donations.

The plan is to buy the books between November 12th and Christmas as a Christmas gift from the boys and girls of America to the children of Europe. Among the members of the Committee are Frances Sayers, Alice Dalglish, Jeanette Eaton, Isabel de Palencia and Ninon Tallon.

CED and Librarians Working With Children and Young People

HELEN O'CONOR

Chief Branch Librarian,
Los Angeles County Public Library

The post-war world is rapidly descending upon us and in recent months emphasis has been laid upon plans for future development in all fields of endeavor. Fearing a recurrence of the economic upheaval of ten years ago, business men, headed by Paul Hoffman, President of Studebaker Corporation, formed the Committee of Economic Development. They hope to survey all kinds of businesses in every community throughout the United States, and to stimulate proprietors of big businesses and small to plan for post-war expansion rather than contraction. Each organization is to make a blue print of its own group and devise means of making more business and more jobs. Paul Hoffman sets forth his aims for post-war employment in the August Library Journal. As the idea grew, Miss Emma Quigley of Los Angeles felt the lack of a place for women in C.E.D. planning, and after some difficulty received recognition of a woman's auxiliary. Various professions were divided into groups and all libraries became a part of one committee with Helen E. Vogleson as chairman. Her article in the June C.L.A. Bulletin gives an idea of the aims of the group. Various subcommittees were formed to develop plans among public, special and school libraries for work with children and young adults. In addition to acting in an advisory capacity to the original C.E.D., Research Council librarians are beginning to blue print their own post-war plans. By whatever means employment is sponsored and increased after the war, it would seem wise for librarians to be aware of and prepared to take great part in the activities of their community, whether it be school, special or public library.

The aims of libraries have always far

exceeded their means. Now is the time to plan the ideal set-up for one's own library. Surely the aims and objectives have never been fully realized. There has never been enough staff to carry out the proper cooperation with both faculty and students or colleagues. How many additional staff members will it take to give full cooperation to the vocational education teachers or other departments of the schools? In what ways could you increase reading in your immediate group? Are you providing adequate encouragement and enlightenment for good citizenship? In what ways, given more help, could you improve your services? These are some of the questions, and the answers would lead probably to more employment.

Each library and librarian will have to decide for her own immediate task the extent of the development and the number of persons necessary to an enlarged program. The immediate opportunity to so expand may seem very nebulous just now, but it is only by planning ahead quite explicitly that librarians can be ready when the actual problem of greater employment becomes acute. We must never again be suddenly confronted with a work project for which no really constructive plans are ready and no choice of personnel and accomplishments permitted. By cooperating with the business men in each community, librarians will also be broadening their horizons and benefiting their profession.

Distinguished Service and Expanding Horizons

Just as the war is a testing ground for individuals and for machines, so it is for institutions and for services of institutions. Those that meet the test survive for other challenges; those that fail die or live on in mediocrity.

The school library has met this test in a significant way. In a time when wartime forces, restrictions and limitations have brought unfamiliar problems into American life, the school librarian has come forward with capable leadership and services to meet the new conditions. These wartime problems have given the library a chance to prove itself an important factor in a forward-looking, functional program of public education.

An excellent illustration of the above generalizations is a project developed at the University of California Demonstration High School during the 1944 summer session. The occasion for this project was the Institute for the Study of Home Front Educational Problems, sponsored by the University in collaboration with the American Junior Red Cross and the Office of Price Administration. The project was to show how the discussions of the institute sessions might be activated in the regular classroom instructional operations of a high school.

At a preliminary conference of faculty members from the departments of social studies, history, speech and home economics, the library and Principal Robert E. Brownlee, it was decided to coordinate the various contributing activities through the library, with the coordinating problem of how to obtain information from such wartime sources as government pamphlets and bulletins.

Under the capable and vigorous leadership of the librarian, the program got under way in a most impressive manner.

WALTER W. ISLE

Educational Services Specialist
Office of Price Administration
San Francisco, California

The first step was the collection of an elaborate variety of materials dealing with the problem of inflation and its control. This material was organized, classified, and arranged for convenient use. The long table down the center of the library on which materials were neatly stacked, was symbolical of the entire project. As the library was the central factor in the week's program, so this table of pamphlets and bulletins was the center of library services for the week.

During the first two days, students of participating classes were busy familiarizing themselves with these materials, learning how to use them, and thus building up a background of information and understanding. The library became an extensive laboratory for the exploration and study of pamphlet and bulletin information. This examination and study of materials was paralleled with stimulating and clarifying discussions in the classrooms.

Motion pictures, visiting speakers, simulated local War Price and Rationing Boards, student panels, and other instructional devices were used effectively in following up the initial study. The project culminated in a student trip to Sacramento where a mock session of the state legislature was held and appropriate legislation considered. It is sufficient here to call attention to the importance of the library in the program. The success of the entire project hinged upon the adequacy of the initial step. How well this preliminary study was carried out is revealed in the significant observation of one instructor to a visitor who

was to talk to her class. "You may take it for granted that these students have a basic understanding of the problem of inflation control". What a contribution it would be to the battle against this wartime menace if similar projects could be conducted with equal effectiveness in all the high schools of the nation.

The pamphlet and bulletin have again become important sources of information. They have become especially prominent in the dissemination of information to the people about war programs and problems. They have proven a quick and effective medium for getting accurate and official information to the people. Students should have opportunity, encouragement and help to develop skill in the use of such materials. Librarians can be of great help in making such materials accessible to teachers and students. The mechanical set-up in the library for handling these materials is very important, the arrangement of materials, their appearance, their convenience, their being kept up-to-date.

Perhaps the most common service has been the installation and maintenance of a war information center in the school library. In some libraries, this has been merely a perfunctory service that was made available to interested persons or departments. Other librarians have not been content merely to make this information available. They have injected life into it; have tied it to the regular curricular activities of the school; have indicated its value to every class and every department. The information center has, in reality, become a war education center, from which has radiated most of the school's war activities. Where such a center has functioned effectively, it has usually been because the librarian has been successful in enlisting the cooperation of students, faculty, and class groups in its maintenance.

In many schools, the library is the official agency for receiving all war materials and for channeling them to teachers and departments. Both Los Angeles and San Francisco follow such procedure

effectively. Here, again, this may be only a routine clerical job, or it may become a constructive service. In numerous instances, because of the understanding and vision of the librarian, it has become a professional service through which the entire school has become alert to the information to be found in pamphlet and bulletin materials. Information about materials, services available to schools, and information about what other schools are doing with similar materials are conveyed regularly to the faculty.

A similar service is the preparation of annotated lists of materials and digests of important titles. Such a service can be of great help to busy teachers and a tremendous stimulant to interest and use of such materials. Resourceful librarians are able to recruit help from interested students, teachers and classes in the preparation of such information.

A much needed supplement to the above practices is that of providing suggestions for the use of specific materials. The value of such help whether it comes from the library or from other sources in the school, can hardly be over-emphasized. Teachers do not use pamphlets and bulletins: they fail to relate their subjects to vital problems of wartime living—not because they are uninterested, but because they do not know how. To some teachers any mimeographed bulletin is an uninteresting, useless something, fit only for the waste-basket, or the file. To other teachers, the identical material is an important source of up-to-date information. The difference is in the teacher, not in the material. Librarians can have a lot to do with determining which of these attitudes prevails among her associates.

It is of course impossible for the library to prepare all the suggestions that should accompany all the materials that are made available through the library. Help must be secured from the curriculum office, from other members of the faculty and from similar sources.

It is evident that the school library

can be an important factor in the in-service growth of the teacher. With the help of such services, a teacher may develop from a routine hearer of recitations, or a traditional textbook instructor, into an alert, resourceful director of learning.

What the library is doing in connection with these war activities and problems, it can also do in relation to other demands that will be made upon the school from time to time. The library should be able to carry on in an equally critical post-war period when there will be need for other extra-traditional services from the schools—to help make readjustments to a peace-time economy, to provide realistic service for returning veterans, to prepare youth more effectively for democratic citizenship.

The possibilities of the school library are limited only by the initiative, vision and ability of the librarian, under the restrictions of the budget appropriation of the administrative support. It is quite evident that, in the University High School project for instance, accomplishments would have been greatly limited had the librarian not been familiar with what is going on both in the educational profession and in the nation at war. Without her understanding of modern educational thinking and practices, of the current emphasis upon relating instruction to life, the project would have been greatly handicapped. Had she been just a librarian in the traditional sense of the word, the project would have died a-borning.

To meet the challenge of this larger service, the librarian must be more than a "checker-out-er" of books or even a specialist in library techniques. She must be a professional educator of understanding and courage and a student of current life.

The school library is performing distinguished service in a critical time. By so doing it is justifying a larger place of greater responsibility in the American school.

Sabra Holbrook's **Children Object**, is

Children Object . .

RUTH LEWIS

Jacob Riis High School
Los Angeles

a most interesting and informative account of her work as Executive Director of Youthbuilder, Inc. in New York City.

The Youthbuilders is an organization of children who are learning by participating in any functions of Society which offer a field of interest to them. Under Mrs. Holbrook's guidance children who are over-critical are led to investigate the causes underlying the things they criticize, which often results in a changed attitude. It is interesting to notice how they come to the point where they are able to draw general conclusions from the specific instance. They learn by doing, and develop abilities and judgment in an amazing way.

The children in the group have proven that "Children can't learn to be good citizens out of books only—but through opportunity to practice the responsibilities of citizenship now instead of waiting until they are twenty-one. Children know that experience in democracy is the best education for democracy, but how many adults do?"

Youthbuilders includes children from nine to sixteen and has a definite war-service program. It is interesting and in many ways surprising to see the varied ways in which they are doing a real and vital service.

So much of the book is in the nature of case histories that no review can give a very satisfactory idea of it. Anyone interested in the lessening of juvenile delinquency would find the book *Children Object* illuminating, encouraging and inspiring.

Holbrook, Sabra. *Children Object*.
Viking 1943. 2.00

Book-Hungry Americans . . .

The **Send Your Books to War** campaign is a continuing one sponsored by the California Library Association. From every theatre of war and from all branches of the service come earnest pleas for books. Mabel R. Gillis, Chairman of the War Activities Committee, writes, "We can use all the books you can possibly collect. A steady flow of books is urgently requested. Advance orders for shipments of books to the army, the navy and the merchant marine, will require at least 15,000 books each month and the supply of good books is far short of the demand."

The public library in each community is the focal point for the drive and school librarians should keep in close touch with their local library. The collection plan is simple: readers are told to take or mail good books to their nearest public library. These libraries assume the re-

sponsibility for forwarding the books to the collection centers.

A book drive during Book Week can become a vital experience to students and gives the Week a concrete objective. A good slogan is: Send any book that is so good you'd like to read it again. Eye-catching mats for use in school papers may be secured by sending a post card request to the California State Library, Sacramento, 9. Fiction, travel, science and biography are all subjects that are in great demand by the men in service.

Your representatives on the War Activities Committee are Jewel Gardiner, Professional Library, Sacramento, and Marjorie Schramling, Los Angeles High School. They will pass on to you the committee reports and will in turn be glad to hear of your activities and success in this project.

What Goes On . . .

A number of interesting reading stimulants are used in the Turlock Union High School. One is the award of three annual prize books for students presenting the best reading lists of the year. These lists are judged from the standpoint of quality rather than of quantity and a good list must include books on many subjects. The student who won the highest prize last year presented a list of sixty excellent titles. A card record of a student's entire high school reading record is being planned for the future. Students are encouraged to suggest books for purchase to the librarian.

Another activity is a weekly library class of volunteer and eager members which meets in the library during the noon hour. The students bring their lunches and also a keen appetite for ex-

ploring new fields of thought. Often a recent magazine article will arouse a stimulating discussion. Perhaps on another day it will be a discussion of the meaning of the word philosophy when they meet it in their study of library classification. At other meetings phonograph records may be used to develop an appreciation of music and poetry.

Contacts with the faculty are made at teas held each month in the library when teachers and librarian can discuss together books and magazines that have interested them. A library letter calling attention to new material in books, magazines and radio talks is sent frequently to all teachers.

AGNES B. HAHN
Teacher Librarian
Lowell Elementary School, Turlock

Spiritual Strategy . . .



We are hearing much about successful strategy on the battlefield these days. If only a part of the energy and intelligence and substance that are being expended there could be utilized in the field of successful living,

the results might be as spectacular as they are on the battlefield.

An important step has been taken recently by the Los Angeles city schools in the area of spiritual strategy. This fall the Curriculum Section is publishing a brochure *Moral and Spiritual Values in Education* which marks an organized, unified emphasis on a phase of education long recognized as vitally important. Religion has been treated as one of the great humanities; any note of sectarianism has been scrupulously avoided. Emphasis has been placed upon the "practical application of the qualities of the spirit to which people of all races, creeds, and religions may and do freely subscribe."

While recognizing the fact that the individual functions as whole, the authors have organized their material, for the sake of definiteness and concreteness, around twelve **Key Qualities of the Spirit**. These qualities have been broadly interpreted. In the development of the material one section shows how the activities of the school as a whole contribute to these qualities; another section discusses the contribution of the school and community working together. The section on "The Classroom" gives first,

ERMA PIXLEY

Co-ordinator
Secondary Curriculum Section
Los Angeles City Schools

an overview of the contribution of subjects in general; then special references for use in English, social studies, music and art classes.

Appreciation has a broad application and is of particular importance in the world today. A brief quotation from the manual will give the general idea for the presentation of this quality: "Appreciation has many varied aspects. We need a greater appreciation of things of the spirit—a new recognition of the value of music, art and literature in the lives of individuals and in the life of the nation as a whole. We need an appreciation of things that people have found of value through the years. We need a deep appreciation of God and of the importance of religion in the lives of individuals."

Co-operation can be emphasized in all phases of school. Again a quotation from the text illustrates best the basic idea: "Few poets have expressed that sense of unity which is the heart of co-operation more effectively than Emerson in his poem *Each and All*. His closing line is one to remember: "I yielded myself to the perfect whole".

"In Whitman's poem *Song of Myself* we find again a sense of unity with mankind which means co-operation in its most profound sense. It is the spiritual basis of democracy."

Stories of **courage** are frequent in literature and social studies material; such music as Beethoven's *Eroica Symphony*, 1st Movement and such songs as *Battle Hymn of the Republic*, *Hearts of Oak*, and *Ode Triumphant* are bound to inspire courage.

About **faith** Tolstoy has said, "Faith

is the force of life". That is literally true. Faith in oneself; faith in one's fellowmen; faith in our country, faith in the future; faith in God—these are all needed to give force and meaning to life.

Generosity, good will, and kindness all go hand in hand. The generous spirit is neither selfish nor greedy, and in such poems as *The Factories* by Margaret Widdemer and *The Man with the Hoe* by Edwin Markham we are able to show the need for the generous spirit in dealing with people. Good will is the answer to many of our problems today. Good will among nations—good will among races—good will among people of differing creeds—good will among different sections of the country—good will among people with different economic interests—if we could extend this idea of good will throughout the world, we would not have to worry about "peace on earth". Kindness is treated as just simple friendliness to one another—neighborliness, it might be called. While textbook materials may not abound for this Key Quality, it is too important in the general scheme of living to be overlooked.

Honesty has many ramifications. The fact that three of the Ten Commandments, relate to honesty testifies to its importance. There are subtle forms of dishonesty which psychologists call by such names as rationalizations, projections, subjectivity. There is the kind of dishonesty based on ignorance, inaccurate or inadequate facts. Honesty is not a simple virtue, but it is well worth all the time we spend on it; and boys and girls have the right to understand the many angles involved in true honesty and integrity.

Loyalty to ideals and to country stands high in our list of loyalties. Music, literature and social studies are rich in materials for this Key Quality. Other loyalties that are emphasized are those to family, friends, school, employer. Loyalty to God is mentioned last. "The root of the word goodness is God. The person who is loyal to God serves the

cause of goodness with all his heart and soul and strength and mind. He is loyal to the church of his choice".

A fine emphasis in considering **respect for law** is that the basis of law goes back to such impressive sources as the Ten Commandments, the Golden Rule and the Law of Love. Another idea we like to emphasize is that law, as we know it in a democracy, is not restrictive, but is, in reality, the safeguard of liberty.

Responsibility! The basic lessons for everyone in a democracy to learn is the responsibility of making the most of himself as an individual and of making his finest contribution to society. With the development of a sense of responsibility like that—with the certainty that every person in a democracy is important—that what he does is important—we need have no fear for the continued growth and development of democracy.

Reverence is one of the most profound qualities of the spirit. To quote again from our text: "There are many things which can inspire us with reverence. Instinctively we reverence that which moves us inwardly, profoundly, and which we sense and feel but cannot always understand. To stand in awe before the vastness of the Grand Canyon is an example of this. The great mystery of the universe, with its sun and moon and stars and planets—our own planet whirling in space—the contemplation of these things brings a feeling of wonder and of reverence.

In our program librarians are playing an important part. Members of the staff of the Library and Textbook Section have prepared a list of books to be used as supplementary reading.

It is a great work in which we are engaged, and we are grateful to all those who are helping to carry it forward. Librarians will readily see the part which they can play in planning and executing spiritual strategy. Only as we all work together can we properly emphasize "Moral and Spiritual Values in Education."

Supplementary Reading List . . .

(Prepared for Teachers' Manual on "Moral and Spiritual Values,"
published by the Los Angeles City Schools)

This list is not exhaustive, but intended merely as a guide for the type of material that may be utilized.

(H) — Jr. and Sr. H. S.

(E) — Elementary

(JH) — Jr. H. S. only

(SH) — Sr. H. S. only

Aesop—*Fables* (E, H)

Allee, Marjorie—*Camp at Westlands*.

(E) Cooperation; good will

Andersen, Hans C—*Fairy tales* (E, H)

Representative of all values

Antin, Mary—*At home in the promised*

land (H) Good will

Barne, Kitty—*We'll meet in England*.

(E) Loyalty; responsibility

Benz, Francis—*Pasteur, knight of the*

laboratories. (H) Courage; co-operation; responsibility

Bible—*Book of Ruth*. (H)

Good will; loyalty

Bowen, C. D.—*Yankee from Olympus*.

(SH) Honesty; respect for law

Browne, Lewis—*This believing world*.

(SH) Stories of the great religions

Byers, Tracy—*Martha Berry of Possum*

Trot. (SH) Co-operation; good will; generosity

Canfield, Dorothy—*The bent twig*. (SH)

Faith; loyalty

Clark, Ann N.—*In my mother's house*.

(E) Good will

Coe, Douglas—*Road to Alaska*. (E, H)

Courage; co-operation

Cottler, Joseph—*Heroes of civilization*.

(H) Representative of all values

Curie, Eve—*Madame Curie*. (H)

Co-operation; courage

DeAngeli, Marguerite—*Thee, Hannah*.

(E) Faith; good will; reverence

DeAngeli, Marguerite—*Up the hill*. (E)

Co-operation; generosity

Deuts, Babette—*The welcome*. (E)

Good will

Dickens, Charles—*Christmas carol*.

(E, H) Good will

Eaton, Jeanette—*Narcissa Whitman*.

(H) Representative of all values

Edmonds, Walter—*Matchlock gun*. (E)

Courage; responsibility

Edmonds, Walter—*Two logs crossing*.

(E, JH) Honesty; responsibility

Embree, Edwin—*Thirteen against odds*.

(SH) Co-operation; good will

Fast, Howard—*Haym Solomon, son of*

liberty. (H) Good will; generosity

Felsen, Gregor—*Struggle is our brother*

(E, H) Courage; loyalty

Floherly, John—*Courage and the glory*.

(E, JH) Courage; responsibility

Forbes, Esther—*Johnny Tremaine*. (H)

Courage; responsibility

Forbes, Kathryn—*Mama's bank account*.

(H) Co-operation; generosity

Fosdick, Harry—*Twelve tests of character*

(H) Essays on right living

Fox, Genevieve—*Sir Wilfred Grenfell*.

(H) Courage; co-operation; reverence

Franklin, Benjamin—*Autobiography*.

(H) Representative of all values

Franklin, Benjamin—*Poor Richard's al-*

manac. (H) Representative of all values

Fraser, Chelsea—*Famous American fly-*

ers. (H) Courage; responsibility

Gaer, Joseph—*How the great religions*

began. (SH) Historical sketches in simple language

Gates, Doris—*Blue willow*. (E)

Good will; kindness

Goss, Madeleine—*Beethoven, master mu-*

sician. (E, JH) Courage

Gray, Elizabeth—*Young Walter Scott*.

(H) Courage

Hale, E. E.—*Man without a country*.

(H) Loyalty

- Hall, Anna—*Nansen*. (E, JH) Co-operation; courage; good will; respect for law
- Hewes, Agnes—*Jackhammer*. (E, JH) Co-operation; courage; responsibility
- Hilton, James—*Story of Dr. Wassell*. (H) Courage; co-operation
- Holbrook, Stewart—*None more courageous; American war heroes of today*. (H) Courage; co-operation
- Holt, Rackham—*George Washington Carver*. Co-operation; courage; good will; reverence
- Hunt, Mabel—*Benjie's hat*. (E) Honesty; reverence
- Hunt, Mabel—*Little grey gown*. (E) Appreciation; generosity
- Judson, Clara—*Soldier doctor, the story of William Gorgas*. (E) Courage; co-operation
- Kelly, Myra—*Little citizens*. (JH) Co-operation; respect for law
- Kennedy, C. R.—*Servant in the house*. (H) Appreciation; reverence
- Kipling, Rudyard—*Just so stories*. (E) Good will; kindness; respect for law
- Lawson, Ted—*Thirty seconds over Tokyo*. (H) Courage
- Lisitzky, Gene—*Thomas Jefferson*. (H) Representative of all values
- Meadowcroft, Enid—*Abraham Lincoln*. (E) Responsibility; honesty
- Means, Florence—*Shuttered windows*. (E) Courage; good will
- Meigs, Cornelia—*Call of the mountain*. (H) Co-operation; courage; good will; honesty
- Nordhoff, Charles—*Men against the sea*. (H) Courage; co-operation
- Norway, Nevil S.—*Pied Piper*. (H) Co-operation; courage; good will
- Pace, Mildred—*Clara Barton*. (E) Co-operation; responsibility
- Pace, Mildred—*Friend of animals; the story of Henry Bergh*. (E) Kindness
- Rawlings, Marjorie—*The yearling*. (H) Kindness
- Redmond, Juanita—*I served on Bataan*. (H) Co-operation; courage
- Rickenbacker, Eddie—*Seven came through*. (H) Co-operation; courage; reverence
- Rizk, Salom—*Syrian Yankee*. (SH) Courage; good will; co-operation
- Sandburg, Carl—*Abraham Lincoln; the prairie years*. (H) Co-operation; respect for law; responsibility
- Savery, Constance—*Enemy brothers*. (H) Appreciation; kindness
- Scott, Robert—*God is my co-pilot*. (H) Courage; reverence
- Seagrave, Gordon—*Burma surgeon*. (SH) Courage; responsibility
- Seredy, Kate—*Singing tree and Tree for Peter*. (E) Representative of all values
- Skidmore, Hubert—*Hill doctor*. (H) Co-operation; courage; good will
- Skidmore, Hubert—*Hill lawyer*. (H) Courage; respect for law
- Sperry, Armstrong—*Call it courage*. (E) Courage; respect for law; responsibility
- Stone, Caroline—*Inga of Porcupine Mine*. (E) Co-operation; generosity; kindness; good will
- There were giants in the land*. (H) Courage; co-operation; respect for law
- Tunis, John R.—*All-American*. (H) Co-operation; good will; responsibility
- Trumbull, Robert—*The raft*. (H) Courage
- Werfel, Franz—*Song of Bernadette*. (H) Reverence
- Wilder, Laura I.—*Little house in the big woods*. (E) Courage; kindness
- Wood, L. N.—*Walter Reed, Doctor in uniform*. (H) Co-operation; courage

(Continued on page 16)

APPRECIATION

We wish to express our appreciation to the Los Angeles City College Press for the loan of the fine cut used on the cover of this issue.

On Not Reading the 100 Best Books

ARMINE D. MACKENZIE
Los Angeles Public Library

I have always felt a certain awe, not untinged with suspicion, of those persons who rigidly systematize their reading. As librarians, no doubt, we should welcome the fact that there are people who follow book lists doggedly, who read and digest all available material on a given subject before going on to another, who plan their reading as an integrated unit of their well-regulated lives. Nevertheless, I am uncomfortable in the presence of such "good" readers, because for me reading is something much less formidable; it is a comfortable and long-established companion, no more subject to the strains of plans and charts and measurements than a Sunday morning at home in one's old clothes. I cannot defend my entirely unsystematic reading, but I have no intention of changing at my age. A few years ago, when everyone was becoming self-conscious over how to read a book, I found that I didn't know what my reading rate was, nor did I have the faintest idea of my "reading comprehension". I understand they now talk about reading readiness for adults; perhaps I am ready for many a book I have no intention of opening, but I simply refuse to find out. Then there are all the reading habits we are told to acquire. I heard an educator say that much time now shamefully lost could be saved by forcing oneself to sweep one's eye rapidly over the page, since it was wonderful what could be comprehended even if individual words were missed. He was asked if this system were recommended for poetry as well as prose, if you could "get" the theme of "a Donne sonnet" by skimming rapidly through it and not having to bother about that obscure seventeenth century imagery. The educator was a little confused and said that, so far as he knew, his method hadn't been worked out yet for poetry, but no doubt they would get to it.

Regularity in reading is frequently

recommended. You know the sort of thing—get a proper lamp, always sit in the same place, at the same time each evening, and read for precisely the same number of minutes, and it will be wonderful what worthy habits you gain. Well, I'm afraid if a book is sufficiently absorbing, I forget all about the light and the chair and even the pause every half hour to rest one's eyes. And the time spent depends entirely on the book. It may be all night or it may be ten minutes.

At present we are in the midst of the Hundred Best Books idea, thanks to St. John's College and President Hutchins of Chicago, a potent force in the educational world. I know several individuals who have plunged bravely into the list. All aver they are thoroughly absorbed and are finding their experience a liberal education in itself, though they admit they do not quite follow the list in chronological order. While I greatly admire such devotion and perseverance, I'm afraid my own position with respect to many of the titles on the list is that of the lady who said, apropos of best sellers, that once you knew what they were about there was no need of reading them. I'm afraid in this life I shall never open "The Social Contract" again; Malthus and Marx will remain known about but unread, so far as I am concerned. My education has been what I believe is now called the old, bad, unbalanced type; I know little of mathematics and less of science; yet, for me, Gilbert on the Magnet is destined to remain soil as virginal as the face of the moon. In fact, I feel a dangerous lack of curiosity about Fourier and Lobachevski and Galton and Maxwell, and as for Hegel—

Now such an attitude, it will be objected, proves how essential the Hundred

Best Books idea is. Here am I going through life unaware of undoubted masterpieces in essential fields of thought. Well, I can't help it. Once your student days are over, you begin to discover the sort of books that fit into your life and the sort of books that don't. T. S. Eliot says somewhere that to imagine a person who liked all the world's acknowledged masterpieces equally well, and the near-masterpieces almost but not quite as well, and the next degree of literary works next best, and so on is to imagine a monster. No, part of the process of growing up is a judicious choice among masterpieces. For example, I do not enjoy, nor do I read, the later Wordsworth, the Second Part of *Faust*, and the novels of George Eliot. On the other hand, a few books have become so intimate a part of my life that I re-read them at regular intervals and my own experience in the meantime makes each fresh reading the more enjoyable. But there are not many books of this nature, nor should there be.

Charles Lamb says somewhere that he had no intention of reading Hume or Gibbon; and while I don't agree with him concerning the urbane author of the *Decline and Fall*, I sympathize in principle. Indeed, if you want a precedent, the great Dr. Johnson himself in one place thunders in favor of unsystematic reading, to the obvious annoyance of Boswell, whose Scottish soul was evidently addicted to plans and programs. I quite agree that reading should be what Anatole France called criticism, the adventures of the soul among masterpieces. But I reserve the right to be quite arbitrary and illogical about the masterpieces I go around with.

De Loss Williams, formerly of Whittier High School, is now serving in the army. Elizabeth Elgin, Kearney Junior and Senior High School, Linda Vista, spent a month of her vacation substituting in the Glendale Public Library.

Supplementary Reading List

(Continued from page 14)

FOR TEACHERS

- Boysen, Agness—*First things first*.
 Detjen, M. E.—*Home room guidance*.
 Fenton, Norman—*Mental hygiene in school practice*.
 Fishback, E. H.—*Character building for Junior High School grades*.
 Fosdick, Harry—*On being a real person*.
 Hart, H. N.—*Personality and the family*.
 Hartshorne, Hugh—*Character in human relations*.
 Heaton, K. L.—*Character emphasis in education*.
 Kunkel, Fritz—*Character, growth, education*.
 Link, Henry—*Return to religion*.
 McKown, H. C.—*Character education*.
 Neumann, Henry—*Lives in the making*.
 Ryan, W. C.—*Mental health through education*.

POSTWAR PROBLEMS

The *Postwar Information Bulletin* is published by the Postwar Information Exchange, Inc., an organization which includes well known people who are in close touch with the whole field of national and international affairs. This bulletin is a clearing house of information on national and international postwar problems and contains digests and reports on selected materials available on these subjects. It presents information on publications, films, recordings, broadcasts and other study and discussion materials which will be valuable to any librarian who is attempting to stimulate interest or meet demands in postwar subjects. A subscription to the *Bulletin* is \$1.00 a year and it may be secured from The Postwar Information Exchange, Inc., 8 West 40th Street, New York, 18.

Librarians who have retired after many years of service in Los Angeles Schools are Anne Beeman from University High School, Gertrude Morton from Van Nuys High School and Edith Locklin from North Hollywood High School.

Books and Delinquent Parents . . .

The use of books as tools in the prevention and correction of juvenile and parental delinquencies is a challenging and adventurous undertaking.

In an age when the "old jalopy", the pride of yesterday, becomes in five to ten years only fit for Junior's mechanical manipulations, aren't you moved by the fact that the philosophy of the pre-ox-cart days is expected to meet our needs for mind patterns? Are you surprised that some of us feel the need for some Lincoln Zephyr thought patterns to be able to face the family problems inevitable when Junior stops using "shanks horses" and goes for a ride in "Pop's" 1942 model!

To what extent when we are happy do we imitate those we have admired consciously and unconsciously? To what extent do we imitate those we have disliked and hated when we are aroused to anger and rage? Will you intelligent librarians and parents begin a personal survey of your Juniors at once? In this process of inter-acting reactions, Junior's "set of the sail" begins to take on a personality pattern. This "set" grows into a habit pattern of anticipations and aversions.

A nation's vision can become set in a generation by an *Education for Death* by Zeimer, or by an *Education for Life* by Hutchins. Haven't we lived long enough to learn that juveniles instructed by *Education for Death* in one nation may lead to the death and destruction of the major part of the youth of the world? Lin Yutang gives us a glimpse in *Tears and Laughter* of such a world in less than thirty years from now. Just what are we doing to re-model our *One World* with *The Economy of Abundance*? When Junior faces Senior's 1910 model mind are you surprised that he looks upon this world without his parental blinders? Every blinder a parent wears becomes a Delinquent

ANDREW S. HASTINGS

Attendance Counselor
Alameda Board of Education

Parental Pattern for all Juniors who "catch" his contagion.

One mother who was hypnotizing her son into the Juvenile Court re-visioned her blinders with Seabrook's *Witchcraft and Its Influence in the Modern World*. She discovered that her power to predict the misfortune of others followed the hypnotic patterns as outlined by Seabrook. Basil King's *Discover Yourself* is helping her revamp her power to influence others and make better friends for herself and her son.

Moss Hart's *The Lady in the Dark* is helping many mothers with "frozen culture patterns" below the horizon of awareness to thaw out the old "caught concepts". David Seabury's *Adventures in Self-Discovery* is helping the same mothers redesign their daily habit patterns so that the parental delinquent pattern may be destroyed. Daily they are working on their own self-made, redesigned personality patterns. Their juvenile delinquents no longer need the Supervising Juvenile Probation Officer and the Truant Officer.

One ward of the Juvenile Court began his delinquent behavior when his parents sent him to the bootlegger's rendezvous when he was so small no one would suspect that he was a patron of the "blind pig". By the time the Deputy began supervising his case the boy had committed two federal offenses. The boy's father promised to stop beating the boy but forgot his promises upon the next serious offense. Nothing could be done with this delinquent parent.

But the ward's mother was serious and intelligent. She read Jastro's *Keeping Mentally Fit*, Seabury's *Why Are We So Queer*, Basil King's *Conquest of Fear*

(Continued on next page)

Meetings . . .

Council Meeting, Northern Section

Bess Landfear, president, was hostess to the SLAC, Northern Section, in her home in San Francisco on September 23rd. The chairmen of the various committees reported on plans for the year. Jewel Gardiner, Professional Chairman, announced that the main interest of that Committee would be recruiting and the making of administrators and counselors conscious of the importance of the school library so that more students would be-

Books and Delinquent Parents

(Continued from page 17)

and Overstreet's *Search for Self* and so kept the ward off the deputy's calling list for two and a half months instead of the previous daily and weekly visits. Then she stopped reading but a minor offense revealed to her the necessity of continuous study to reconstruct the parental delinquent pattern into the self-reconstructing self-satisfying 1944 model of behavior. She CHOSE to re-read Jastro.

The family's Catholic priest cooperated in every way possible in this personality reconstruction process of using the library books as tools. The branch librarian, the deputy probation officer and the members of the family became closer friends. All widened their horizons of human understanding and sense of human fellowship. The anticipated follow-up includes M. Esther Harding's *The Way of All Women*, and Pearl Buck's *Of Men and Women*.

Reading new books and rereading older ones in the light of new problems will prove helpful. Phyllis Bottome's novels, Arthur Koester's *Arrival and Departure* may give the necessary clue to normalcy which will enable all of us to recondition our thinking to this age of P'38 children.

come interested in choosing librarianship as a career.

A meeting was planned for November at the NBC radio station in connection with their work in promoting interest in books and libraries. The annual spring meeting was planned for April to be preceded by a Council Meeting at which final reports of the year can be presented.

Book Breakfast, Southern Section

Althea Warren, President of the American Library Association and City Librarian of Los Angeles, gave a stimulating view of the year ahead to the school librarians of the Southern Section when she spoke at their first Book Breakfast on October 7. She discussed the organization and plans of the American Library Association and presented the immediate aims of the Association: better personnel, better book collections, better values given for the money expended.

Miss Warren made a plea for a closer unity among all librarians for there is a tendency for cleavage in the A.L.A. along the lines of age, interests and distance. She believes there should be a more closely knit organization with the small, local group as the basic unit bound to the state group which in turn is closely interwoven into the strong national center.

She spoke of the work of the Board of Education for Librarianship, the need for recruits and the desirability of a central placing bureau at ALA Headquarters that would be self-supporting. It is hoped that men returning from the services will be interested in entering library field service in technical and specialized fields.

In conclusion she mentioned the alluring opportunities for postwar positions in foreign library service and the projected plans of the Board of Resources for sharing our books and gave an inspiring glimpse of what the future may bring to the library world.

Recruits for Library Service . . .



To meet increasing demands for trained librarians, alumni of the School of Librarianship at University of California and of the School of Library Science at University of Southern California have undertaken a joint recruitment program to interest dynamic, alert young people in librarianship as a career. The program is in charge of recruitment committees of the Alumni Associations of each of the two schools, with Thomas S. Dabagh, chairman of the Committee for the School of Librarianship at University of California and Dorothy Engstrum Rosen for the School of Library Science at University of Southern California.

Contacts at the various schools have been carried out through a speaker's program in conjunction with the Deans or Vocational Counselors. In each case an alumnus of the college or school, who is also an alumnus of either library school, has offered to talk with individuals or groups as might best suit the institution's program. Each speaker has a 'Recruitment Kit' containing material to use in preparation for meetings as well as leaflets and pamphlets for distribution.

Response has been good and increased activity is anticipated in the coming terms. At present contacts are confined to students at junior and senior college levels, although it is hoped to extend the program to high schools—especially those having counseling service. Plans include the distribution of recruitment posters and catalogs of the course offered at the two schools; cooperation with the School of Librarianship at the University of Washington; and development of the program in other western states. Assistance has been offered to the Vocational Guidance Division of the Veterans Rehabilitation Administration in Los Angeles and more will undoubtedly be required as demobilization continues.

The Board of Education for Librarianship of the American Library Association has particularly commended the co-operative aspects of the undertaking. Members of the Committees hope to make the program a continuing one emphasizing the importance of quality in new recruits. They invite the suggestion of names of embryo librarians and ask that these be sent either to Mr. Dabagh, Librarian of the Los Angeles County Law Library, Los Angeles, 12 or to Mrs. Rosen at University of Southern California, Los Angeles, 7.

RECRUITMENT KIT

Accredited library schools. A.L.A. Bd. of Education for Librarianship.

Aim high! Enoch Pratt Library. 1943.

Are you interested? N. Y. Library Assn., 1943. Reprint of the School Library Association of California, Southern Section, 1944.

Catalogs of courses at the schools at U. S. C. and U. C.

Children's librarianship offers opportunities for advancement. A. L. A. Section for Library Work with Children.

Keliher, A. *Library workers.* Harper, 1940.

Passing the book. M. H. Charles. Reprinted by A. L. A. Bd. of Education for Librarianship from Mademoiselle, Sept. 1943.

Rossell, B. S. *Public libraries in the life of the nation.* A. L. A., 1943.

Something special. Special libraries Assn., 1944.

Special librarianship as a career. R. Savord. Institute of Women's Professional Relations. 1942.

DOROTHY ENGSTRUM ROSEN
School of Library Science
University of Southern California



Two serious problems are facing the profession of school librarianship today—recruiting of future librarians to meet the post-war demand and the upholding of standards of personnel and service in the face of a decreasing number of trained librarians, curtailed budgets and diminishing supplies of books and equipment. Each school librarian should assume the responsibility of encouraging capable young people to take up the profession of librarianship at this time when new and unheard of opportunities in the field are in the making.

The appointment of unqualified people in school library positions is a growing problem and an unfortunate reflection of the times. To guarantee that in the post-war period the administrators will not lose sight of the necessity for trained librarians and the valid part that a functioning library can play in the curriculum and daily life of the school, the Professional Committee sponsors the idea of having carefully planned meetings in which school administrators and teacher-training instructors are invited to take part. With the acquisition of a more adequate philosophy of the function of the school library and an understanding of the necessary qualifications for personnel, the administrators and college instructors can do much to spread their own enthusiasm and to raise school library standards for the entire state.

In addition school librarians must cooperate with librarians from other fields in the solution of their common problems. The necessity for mutual understanding and closer cooperation among librarians is a recognized need. Opportunities to meet and discuss the pressing problems facing us today will do much to vitalize library service in the eyes of the administrator and the public.

JESSIE BOYD, *Chairman*
Professional Committee
Northern Section, 1943-44

ARE YOU INTERESTED



Copies of the recruiting folders, *Are You Interested?* may still be secured from Elizabeth Neal, Librarian, Compton Junior College. The cost for single copies is three cents, five or more copies one cent each. In quantities of one thousand or more the price has been reduced to \$5.00 per thousand. Many public libraries have ordered copies in large quantities for distribution at their desks. School librarians are urged to avail themselves of this folder and to make wide use of it in an active effort to interest high school students in librarianship as a profession. The Professional Committee of the Southern Section urges all school librarians to cooperate actively in this recruiting program. Need for additions to the library profession is acute.

STATEMENT OF STANDARDS

School Libraries for Today and Tomorrow—a Statement of Standards is scheduled for publication early in 1945. It is to be issued by the American Library Association as one of the pamphlets in the Planning for Libraries series. The standards are being prepared by Mary Peacock Douglas as chairman of a joint sub-committee of the Postwar Planning Committee of the Division of Libraries for Children and Young People and its School Library Section. Marjorie Van Deusen is our California representative on this committee.

HAVE YOU SEEN?

Gateways to readable books; an annotated graded list of books in many fields for adolescents who find reading difficult, by Ruth Strang. Wilson, 1944. \$1.25.

This is an up-to-date list of books for the non-reader and a library tool that the student can use to help himself. It also includes a list of books for the teacher to use with the retarded reader.

Basic History—The Army Way . . .

The Battle of Britain is one of seven 16 MM films prepared by the U. S. Army Special Services Division for the use of the Army in teaching all inductees why we fight. The six reels consist of official pictures taken by the Signal Corps, by our Allies, or captured from the enemy. They are authentic, vivid, realistic. The techniques used by the commentator are excellent. He gives a brief introduction referring to points worth noting as each reel unfolds. At the conclusion he summarizes the main topics that he wishes to impress upon the audience.

The grim realities of war are interspersed with occasional touches of humor that reveal the courage of the people whose indomitable spirit forced the Axis to change its plans and strategies in the attempt to achieve world domination.

Battle for Russia is another film that has been made available for Social Studies classes. It was prepared by the U. S. Army also for the specific purpose of showing why the Russians are fighting: why the Russian cause is the cause of all the Allies. It is 90 minutes of grim, realistic warfare; of devastation and destruction; of starving civilians—women, children, old people harassed by a savage, ruthless conqueror—civilians who refused to accept defeat. There are high lights of significant dates in Russian history and the Russian contributions in art, literature and music that have enriched the culture of the modern world.

Many of us have read about the long siege of Stalingrad, but those of us who have seen this picture have a better understanding of that city that refused to be conquered and a greater admiration for its courageous people. A dramatic role is played by Lake Ladoga in the graphic portrayal of the one fatal mistake made by the Axis in forging its ring of steel around the city of Leningrad. The film is too long to be shown

EUGENIA McCABE

Castlemont High School, Oakland

in one hour but since most of the realistic, more gruesome details are pictured in the final thirty minutes the last reels can be "cut" without loss for most high school students.

Propaganda? Perhaps—if the presentation of facts is ever propaganda. However, I know that we have a better basis for understanding our Allies because we have seen these films.

Librarians on the West Coast were pleased to have the opportunity to meet and talk with Lucile Fargo on her vacation-business trip in September. She is preparing a revision of her book *The Library in the School*.

EDWINA HICKS

Edwina Hicks, Director of the Long Beach School Libraries since 1936, has resigned from that position in favor of the fine art of homemaking. In 1922 Mrs. Hicks came to California from the Cleveland Public Library. Her first assignment here was the organization of the Franklin Junior High School Library in Long Beach. Her ability soon won recognition and she was made Assistant to the Director of School Libraries and then became Director of that Department in 1936. Her staff received the benefits of her varied experience and wise competence and they will miss her warm friendliness and unfailing helpfulness.

Louise Roewekamp, Manual Arts High School, Los Angeles, was granted her master's degree by the Graduate School of Library Science, University of Chicago. Her thesis presented the opportunities for extended library service by means of book wagons.

The Order of the Day . . .

Ruth Baker, cataloger at San Francisco State College, is on leave. Her position was filled until October 1 by Betty Walker Gregg, San Jose State College. For the balance of the year Berna Sutton, librarian at Pacific Union College for the past three years, will fill the position.

Lucy Evans, formerly at Lincoln School, Salinas, will direct the library classes at the Mayfield School, Palo Alto, this year. Cecile Bolin is now librarian for the Piedmont City Schools Library. She was formerly at Mission High School, San Francisco.

Martha Uhler has transferred from Commerce High School, to Balboa High School, San Francisco, with Barbara Schick as the second librarian. Mary Marshall from San Jose State College is now at Galileo High School, San Francisco. Rose Vineys, teacher librarian, is assisting Kara Whitcher at Mission High School, San Francisco. Gertrude Larson is librarian at Everett Junior High School, San Francisco, in the place of Elsa Neumann who is librarian at the Sun Valley Navy Convalescent Hospital.

Elizabeth Patton, librarian at Berkeley High School during the past year, has resumed her former position at Garfield Junior High School, Berkeley. Jeanne Van Nostrand from the Historical Library, San Francisco, is now librarian of Berkeley High School. Elinor Alexander has resigned her position at Salinas High School to join the staff of the University of California Library in the Documents Department.

Gertrude Memmler, librarian at Berkeley High School, for thirteen years, became Mrs. J. L. Nunes last July. She is now living in San Jose and is taking the place of Eunice Speer as Acting Head of the Circulation Department and teacher in the School of Librarianship at San Jose State College. Eunice Speer has resigned from San Jose State College to accept a position as a teacher of school

library courses at Normal University, Normal, Illinois.

Marguerite Kirschman is librarian at Woodrow Wilson Junior High School, Oakland, in the place of Lucile Simney who is teaching English at Frick Junior High School, Oakland.

Aimée Hinds, Branciforte Junior High School, Santa Cruz, spent a happy summer in Mexico on a Bradford study and travel tour. She was in Guadalajara for a month where the group studied Spanish from private tutors and then went on to Uruapan, Morellia and Mexico City.

LONG BEACH LIBRARIES

Edna E. Anderson has been appointed Supervisor of Libraries to succeed Edwina S. Hicks who has resigned. Lois Fannin has been named Departmental Assistant in the position formerly held by Miss Anderson.

Margaret Vian, formerly at Compton High School and Junior College, is replacing Lois Fannin at Washington Junior High School. Mildred Bakke is librarian at Polytechnic High School during the absence of Mary Fleck who is on military leave.

Two newcomers are Evelyn Hill at Roosevelt Elementary and Willard Elementary Schools and Dorothy Pirtle at Longfellow Elementary and McKinley Elementary Schools. Leigh Marcel is on leave. Her place is being filled by Josephine Healy at Lincoln Elementary School and by Frances Meadows at Stevenson Elementary School.

Emogene Driver is now at Lafayette Elementary and Signal Hill Elementary Schools. Maude Herron is at Los Cerritos Elementary School this year and Clara Josselyn has transferred to Muir Elementary School. Viola Nielsen has been assigned to Mann Elementary and Burnett Elementary Schools.

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

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Program.....	Elizabeth Groves, San Jose State Library, San Jose
Publicity.....	Ruth Bradley, Santa Cruz High School, Santa Cruz
College.....	Ruth Lockwood, Marin Junior College, Kentfield
High School.....	Florence Gardiner, San Leandro High School, San Leandro
Junior High School.....	Madeline Fahs, Denman Junior High School, San Francisco
Elementary.....	Nan Sykes, El Dorado Elementary School, Stockton
Nomination.....	Hazel Levy, Oakland High School, Oakland
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Program.....	Elizabeth Williams, Library and Textbook Section, Los Angeles
Publicity.....	Esther Schuster, Bancroft Junior High School, Los Angeles
Social.....	Alma Fricke, 5329 Brynhurst, Los Angeles, 43
C.T.A. Representative.....	Winifred Andrews, South Pasadena Junior High School, South Pasadena

LOS ANGELES CHECKERBOARD

Esther Waldron is at Audubon Junior High School in the place of Doris Payne who has resigned. Esther Schuster is now at Bancroft Junior High School to replace Emma Menninger who has transferred to Kern Avenue Junior High School. Mardie Bakjian formerly at Kern has returned to Polytechnic High School while Reba Bartlett has taken the position vacated by Florence Riniker now at University High School.

Camille Hopmans is at Berendo Junior High School in the place of Sara McClarren who has transferred to Mann Junior High School. Nell Wills has returned from her leave of absence and is now at King Junior High School in the place of Elise Johnson who has transferred to Van Nuys High School. Gladys Hawkins is at Gompers Junior High School during the absence of Dorothy Keiser who is on leave. Evelyn Lincoln has gone to Venice High

School and Carol Griffith replaces her at Lafayette Junior High School.

Estelle Vaughn is assigned to Carver Junior High School during the leave of absence of Alma Fricke. Mary Gordon is at South Gate Junior High School and Teresa Fulford has transferred to Narbonne from Hamilton High School. Jean Hodges has returned from leave to Banning High School and Helen Neel is now at Bell High School. Margaret Crawford is librarian at Hamilton High School. Ruby Edenquist has transferred from Venice High School to North Hollywood High School.

Lucile Boyle and Marjorie James have joined the staff of the Library and Textbook Section. Esther Bomgardner is now on leave from Wilson Junior High School. Ethel Lane Blumberg has returned from her leave of absence to her position at Washington High School.

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